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ABSTRACT

This report details the various search methods applicable to the ERIC database through the use of manual indexes available in paper and microfiche form. It provides examples of searches for both documents and journal articles, illustrating the use of ERIC thesaurus terms, subject descriptor/identifier indexes on microfiche, paper indexes, the title index, non-descriptor terms, ERIC Information Analysis Products, and the author index. (FM)

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Searching ERIC By Hand Using The Special Indexes

by

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IR009323

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INTRODUCTION

Hand searching of ERIC is often the quickest, the easiest and by far the most educational approach to document retrieval.

The author remembers well the student who enthused for 20 minutes how a computer search was going to save her hours of effort for which she was willing to wait days. Her topic was puppetry and at that time there were only three citations in ERIC.

If the purpose of "assignments", "education", and so forth, is to learn, the procedures outlined here belong.

Several other points are illustrated:

(1) The possible route of a term or concept through the ERIC index system.

(2) Specialized indexes are discussed.

(3) The appendix describes "ERIC in the U.M.C. Ed/Psych Library."

The success or failure of a hand search depends upon the dedication and perserverance of the searcher.

THESAURUS TERMS

Rotated Display entry under "Miscue Analysis"

MEETINGS
PLANNING MEETINGS
STAFF MEETINGS
MELANESIAN LANGUAGES
UNION MEMBERS
GROUP MEMBERSHIP
MEMORIZING
MEMORY
AUTO PARTS MEN
MENDE
MENTAL DEVELOPMENT
MENTAL HEALTH
MENTAL HEALTH CLINICS
MENTAL HEALTH PROGRAMS
MENTAL ILLNESS
MENTAL RETARDATION
MENTAL RIGIDITY
MENTAL TESTS
READINESS (MENTAL)
MENTALLY HANDICAPPED
CUSTODIAL MENTALLY HANDICAPPED
EDUCABLE MENTALLY HANDICAPPED
TRAINABLE MENTALLY HANDICAPPED
MERCHANDISE INFORMATION
MERCHANDISING
MERCHANTS
MERGERS
MERIT PAY
MERIT RATING PROGRAMS
METABOLISM
METAL INDUSTRY
SHEET METAL WORK
SHEET METAL WORKERS
METAL WORKING OCCUPATIONS
METALLURGICAL TECHNICIANS
METALLURGY
METALS
METAPHORS
METEOROLOGY
PARKING METERS
CRITICAL INCIDENTS METHOD
CRITICAL PATH METHOD
GRAMMAR TRANSLATION METHOD
ORAL COMMUNICATION METHOD
SIGHT METHOD
RESEARCH METHODOLOGY
SCIENTIFIC METHODOLOGY
METHODS
AUDIOLINGUAL METHODS
AUTOINSTRUCTIONAL METHODS
METHODS COURSES
DEDUCTIVE METHODS
EDUCATIONAL METHODS
EVALUATION METHODS
INDUCTIVE METHODS
INTEGRATION METHODS
JOB SEARCH METHODS
KINESTHETIC METHODS
MAGNIFICATION METHODS
PROJECT TRAINING METHODS
METHODS RESEARCH
SUPERVISORY METHODS
METHODS TEACHERS
TEACHING METHODS
METRIC SYSTEM
METROPOLITAN AREAS
MEXICAN AMERICAN HISTORY
MEXICAN AMERICANS
MEXICANS
MICROBIOLOGY
MICROCOUNSELING
MICROFICHE
MICROFILM
COMPUTER OUTPUT MICROFILM
MICROFORM READER PRINTERS
MICROFORM READERS
MICROFORMS
MICROPHONES
MICROREPRODUCTION
MICROSCOPES
MICROTEACHING
MICROWAVE RELAY SYSTEMS
MIDDLE AGED
MIDDLE CLASS
MIDDLE CLASS COLLEGE STUDENTS
MIDDLE CLASS CULTURE
MIDDLE CLASS FATHERS
LOWER MIDDLE CLASS
MIDDLE CLASS MOTHERS
MIDDLE CLASS NORM
MIDDLE CLASS PARENTS
MIDDLE CLASS VALUES
MIDDLE EASTERN HISTORY
MIDDLE EASTERN STUDIES
MIDDLE ENGLISH
MIDDLE INCOME HOUSING
MIDDLE SCHOOLS
MIGRANT ADULT EDUCATION
MIGRANT CHILD CARE CENTERS
MIGRANT CHILD EDUCATION
MIGRANT CHILDREN
MIGRANT EDUCATION
MIGRANT EMPLOYMENT
MIGRANT HEALTH SERVICES
MIGRANT HOUSING
MIGRANT PROBLEMS
CHURCH MIGRANT PROJECTS
COMMUNITY MIGRANT PROJECTS
MIGRANT SCHOOLS
MIGRANT TRANSPORTATION
MIGRANT WELFARE SERVICES
MIGRANT WORKER PROJECTS
MIGRANT WORKERS
MIGRANT YOUTH
MIGRANTS
MIGRATION
MIGRATION PATTERNS
RURAL TO URBAN MIGRATION
URBAN TO RURAL MIGRATION
URBAN TO SUBURBAN MIGRATION
MILIEU THERAPY
TEACHER MILITANCY
MILITARY AIR FACILITIES
MILITARY ORGANIZATIONS
MILITARY PERSONNEL
MILITARY SCHOOLS
MILITARY SCIENCE
MILITARY SERVICE
MILITARY TRAINING
EIGHT MILLIMETER PROJECTORS
SIXTEEN MILLIMETER PROJECTORS
MINIMALLY BRAIN INJURED
MINIMUM WAGE
MINIMUM WAGE LEGISLATION
MINORITY GROUP CHILDREN
MINORITY GROUP TEACHERS
MINORITY GROUPS
MINORITY ROLE
MISBEHAVIOR
→ MISCUE ANALYSIS
MNEMONICS
MOBILE CLASSROOMS
MOBILE EDUCATIONAL SERVICES
MOBILE LABORATORIES
MOBILITY
MOBILITY AIDS
EDUCATIONAL MOBILITY
FACULTY MOBILITY
FAMILY MOBILITY
OCCUPATIONAL MOBILITY
SOCIAL MOBILITY
STUDENT MOBILITY
VISUALLY HANDICAPPED MOBILITY
LEARNING MODALITIES
RESPONSE MODE
MODELING (PSYCHOLOGICAL)
MODELS
MATHEMATICAL MODELS
ROLE MODELS
STUDENT WRITING MODELS
TEACHING MODELS
MODERN HISTORY
MODERN LANGUAGE CURRICULUM
MODERN LANGUAGES
MODERN MATHEMATICS
MODERN SCIENCE
MODERNISM
MODULAR BUILDING DESIGN
LEARNING MODULES
SCHEDULE MODULES
MOLECULAR STRUCTURE
KINETIC MOLECULAR THEORY
MONEY MANAGEMENT
MONEY SYSTEMS
MONGOLIAN
MONGOLIAN LANGUAGES
MONGOLISM
MONOLINGUALISM
MONOLOGUES
LITERARY MOOD
MORAL CRITICISM
MORAL DEVELOPMENT
MORAL ISSUES
MORAL VALUES
MORALE
TEACHER MORALE

Rotated Display entry under "Analysis"

ALLEGORY
ALLERGY
TAX ALLOCATION
RESOURCE ALLOCATIONS
ALLOMORPHS
TRAINING ALLOWANCES
CYRILLIC ALPHABET
INITIAL TEACHING ALPHABET
LETTERS (ALPHABET)
CAPITALIZATION (ALPHABETIC)
ALPHABETIZING SKILLS
ALPHABETS
PHONEMIC ALPHABETS
URALIC ALTAIC LANGUAGES
ALTERNATIVE SCHOOLS
EDUCATIONAL ALTERNATIVES
ALTRUISM
ALUMNI
ALUMNI EDUCATION
AMBIGUITY
AMERICAN CULTURE
JAPANESE AMERICAN CULTURE
LATIN AMERICAN CULTURE
AMERICAN ENGLISH
AMERICAN GOVERNMENT (COURSE)
AMERICAN HISTORY
MEXICAN AMERICAN HISTORY
AMERICAN INDIAN CULTURE
AMERICAN INDIAN LANGUAGES
AMERICAN INDIANS
NONRESERVATION AMERICAN INDIANS
AMERICAN LITERATURE
SPANISH AMERICAN LITERATURE
AMERICAN STUDIES
ANGLO AMERICANS
ASIAN AMERICANS
CHINESE AMERICANS
FILIPINO AMERICANS
ITALIAN AMERICANS
JAPANESE AMERICANS
KOREAN AMERICANS
MEXICAN AMERICANS
POLISH AMERICANS
PORTUGUESE AMERICANS
SAMOAN AMERICANS
SPANISH AMERICANS
AMETROPIA
AMHARIC
AMISH
AMPUTEES
ANALOG COMPUTERS
ERROR ANALYSIS (LANGUAGE)
CHEMICAL ANALYSIS
CLUSTER ANALYSIS
COHORT ANALYSIS
COMPARATIVE ANALYSIS
COMPONENTIAL ANALYSIS
CONTENT ANALYSIS
DATA ANALYSIS
DISCOURSE ANALYSIS
DISCRIMINANT ANALYSIS
FACTOR ANALYSIS
FORCE FIELD ANALYSIS
INPUT OUTPUT ANALYSIS
INTERACTION PROCESS ANALYSIS
ITEM ANALYSIS
JOB ANALYSIS
LITERARY ANALYSIS
→ MISCUE ANALYSIS
MULTIPLE REGRESSION ANALYSIS
ANALYSIS OF COVARIANCE
ANALYSIS OF VARIANCE
PHONETIC ANALYSIS
SITE ANALYSIS
SKILL ANALYSIS
STATISTICAL ANALYSIS
STRUCTURAL ANALYSIS
SYSTEMS ANALYSIS
TAGMEMIC ANALYSIS
TASK ANALYSIS
TREND ANALYSIS
SYSTEMS ANALYSTS
ANALYTIC GEOMETRY
ANALYTICAL CRITICISM
ANATOMY
ANCIENT HISTORY
ANCILLARY SERVICES
LANGUAGE AND AREA CENTERS
TEACHER SUPPLY AND DEMAND
RESEARCH AND DEVELOPMENT CENTERS
TOOL AND DIE MAKERS
FOOD AND DRUG INSPECTORS
TRACK AND FIELD
TRADE AND INDUSTRIAL EDUCATION
TRADE AND INDUSTRIAL TEACHERS
RESEARCH AND INSTRUCTION UNITS
SEARCH AND SEIZURE
ANDROGYNY
ANEMIA
ANESTHESIOLOGY
ANGLO AMERICANS
ANIMAL BEHAVIOR
ANIMAL CARETAKERS
ANIMAL FACILITIES
ANIMAL SCIENCE
ANIMATION
ANISEIKONIA
ANNOTATED BIBLIOGRAPHIES
ANNUAL REPORTS
ANOMALIES
QUESTION ANSWER INTERVIEWS
ANSWER KEYS
ANSWER SHEETS
COMMUNITY ANTENNAS
ANTHOLOGIES
ANTHROPOLOGY
EDUCATIONAL ANTHROPOLOGY
ANTI INTELLECTUALISM
ANTI SEGREGATION PROGRAMS
ANTI SEMITISM
ANTI SOCIAL BEHAVIOR
ANTITHESIS
ANXIETY
APACHE
APHASIA
APPLIANCE REPAIRING
APPLIANCE SERVICE TECHNICIANS
ELECTRICAL APPLIANCE SERVICEMEN
ELECTRICAL APPLIANCES
JOB APPLICANTS
JOB APPLICATION
STUDENT APPLICATION
MATHEMATICAL APPLICATIONS
PROJECT APPLICATIONS
APPLIED LINGUISTICS
APPLIED MUSIC
APPLIED READING
PROPERTY APPRAISAL
ART APPRECIATION
LITERATURE APPRECIATION
MUSIC APPRECIATION
APPRENTICESHIPS
RESEARCH APPRENTICESHIPS
CASEWORKER APPROACH
DESIGN BUILD APPROACH
GLOBAL APPROACH
INTERDISCIPLINARY APPROACH
LANGUAGE EXPERIENCE APPROACH
SEQUENTIAL APPROACH
SYSTEMS APPROACH
THEMATIC APPROACH
APTITUDE
ACADEMIC APTITUDE
APTITUDE TESTS
VOCATIONAL APTITUDE
ARABIC
ARABS
ARBITRATION
ARCHAEOLOGY
ARCHERY
ARCHITECTS
ARCHITECTURAL BARRIERS
ARCHITECTURAL CHARACTER
ARCHITECTURAL DRAFTING
ARCHITECTURAL EDUCATION
ARCHITECTURAL ELEMENTS
ARCHITECTURAL PROGRAMING
ARCHITECTURAL RESEARCH
ARCHITECTURE
SCHOOL ARCHITECTURE
ARCHIVES
LANGUAGE AND AREA CENTERS
AREA STUDIES
AREA VOCATIONAL SCHOOLS
DEPRESSED AREAS (GEOGRAPHIC)
METROPOLITAN AREAS
PARKING AREAS
RURAL AREAS
STUDENT LOADING AREAS
URBAN AREAS
ARISTOTELIAN CRITICISM
ARITHMETIC
ARITHMETIC CURRICULUM
REMEDIAL ARITHMETIC
ARMED FORCES
ARMENIAN

Alphabetical entry, "Miscue Analysis"

Political Science
War

MILITARY SERVICE Jul. 1966
CIJE: 57 RIE: 144
RT Armed Forces
Enlisted Personnel
Federal Troops
Military Air Facilities
Military Personnel
Military Science
Military Training
Veterans

MILITARY TRAINING Jul. 1966
CIJE: 82 RIE: 912
BT Training
RT Enlisted Personnel
Flight Training
Military Air Facilities
Military Personnel
Military Schools
Military Science
Military Service
National Defense
Officer Personnel

Milling Machines
USE MACHINE TOOLS

Millwork
USE CABINETMAKING

Mime
USE PANTOMIME

Miniature Teaching
USE MICROTEACHING

Minicourses
USE SHORT COURSES

MINIMALLY BRAIN INJURED Jul. 1966
CIJE: 162 RIE: 125
BT Neurologically Handicapped
RT Learning Disabilities
Mentally Handicapped

Minimum Initial Expenses
USE INITIAL EXPENSES

Minimum Operating Expenses
USE OPERATING EXPENSES

MINIMUM WAGE Jul. 1966
CIJE: 9 RIE: 16
BT Wages
RT Guaranteed Income
Minimum Wage Legislation

Minimum Wage Laws (1966 1974)
USE MINIMUM WAGE LEGISLATION

MINIMUM WAGE LEGISLATION Jul. 1966
CIJE: 14 RIE: 26
UF Minimum Wage Laws (1966 1974)
BT Legislation
RT Laws
Minimum Wage

Ministers
USE CLERGYMEN

Minnesingers
USE POETS

Minority Culture
USE MINORITY GROUPS

MINORITY GROUP CHILDREN → Jul. 1966
CIJE: 247 RIE: 447
BT Children
RT Minority Groups

MINORITY GROUPS Jul. 1966
CIJE: 1,331 RIE: 1,976
UF Minority Culture
Population Minorities
BT Groups
RT American Indians
Arabs
Asian Americans
Biculturalism
Blacks
Civil Rights
Cross Cultural Training
Cubans
Cultural Pluralism
Culture
Dominicans
Ethnic Groups
Ethnic Studies
Indians
Indochinese
Italian Americans
Jews
Majority Attitudes
Mexican Americans
Minority Group Children
Minority Group Teachers
Minority Role
Polish Americans
Portuguese Americans
Puerto Ricans
Religious Cultural Groups
Spanish Americans
Tribes
Working Women

MINORITY GROUP TEACHERS Jul. 1966
CIJE: 44 RIE: 81
SN Teachers who are members of minority groups
BT Teachers
RT Black Teachers
Minority Groups

Minority Rights
USE CIVIL RIGHTS

MINORITY ROLE Jul. 1966
CIJE: 44 RIE: 59
RT Black Role
Minority Groups

Minutes (Records)
USE DIARIES

Miosis
USE MYOPIA

Mis
USE MANAGEMENT INFORMATION SYSTEMS

MISBEHAVIOR Jul. 1966
CIJE: 27 RIE: 29
BT Socially Deviant Behavior
RT Book Thefts
Conduct
Discipline Problems
Suspension
Vandalism

MISCUE ANALYSIS Feb. 1974
CIJE: 22 RIE: 37
SN Examination and interpretation of observed responses in oral reading which do not match expected responses, as a technique for measuring the learner's control of the reading process
UF Miscue Taxonomy
BT Reading Diagnosis
RT Context Clues
Cues
Decoding (Reading)
Diagnostic Teaching
Language Usage
Linguistics
Oral Reading
Phoneme Grapheme Correspondence
Phonetic Analysis
Reading
Reading Instruction
Reading Processes
Structural Analysis

Miscue Taxonomy
USE MISCUE ANALYSIS

MNEMONICS Jul. 1966
CIJE: 65 RIE: 38
UF Mnemotechnics
RT Abbreviations
Learning
Learning Experience
Learning Processes
Learning Theories
Memorizing
Memory
Recall (Psychological)
Reinforcement
Retention
Retention Studies

Mnemotechnics
USE MNEMONICS

MOBILE CLASSROOMS Aug. 1968
CIJE: 47 RIE: 75
UF Mobile Classroom Units
BT Classrooms
RT Flexible Facilities
Mobile Educational Services
Relocatable Facilities
School Design
School Expansion
Transportation

Mobile Classroom Units
USE MOBILE CLASSROOMS

MOBILE EDUCATIONAL SERVICES Jul. 1966
CIJE: 48 RIE: 103
BT Special Services
RT Extension Education
Itinerant Teachers
Migrant Education
Mobile Classrooms
Special Education

MOBILE LABORATORIES Jul. 1966
CIJE: 18 RIE: 25
BT Laboratories
RT Itinerant Clinics

MOBILITY Jul. 1966
CIJE: 61 RIE: 124
NT Educational Mobility
Faculty Mobility
Family Mobility
Occupational Mobility
Social Mobility
Student Mobility
Visually Handicapped Mobility
RT Labor Turnover
Migrants
Migration
Nomads
Relocation
Transient Children
Wheel Chairs

MOBILITY AIDS Jul. 1966
CIJE: 26 RIE: 42
SN Devices which assist handicapped persons to move freely within their environment
NT Wheel Chairs
BT Equipment
RT Low Vision Aids
Travel Training
Visually Handicapped
Visually Handicapped Mobility
Visually Handicapped Orientation

MODELING (PSYCHOLOGICAL) Jun. 1977
CIJE: 0 RIE: 0
SN Psychological event in which salient characteristics of an agent or model are acquired by an observer
NT Imitation
BT Learning Processes
RT Behavior Change
Identification (Psychological)
Observational Learning
Role Models
Socialization

Model Programs
USE DEMONSTRATION PROGRAMS

MODELS Jul. 1966
CIJE: 3,652 RIE: 4,824
SN Representation of an object, principle, or idea
UF Conceptual Frameworks
Theoretical Models
NT Conceptual Schemes
Mathematical Models
Role Models
Student Writing Models
Teaching Models
BT Simulation
RT Information Theory
Operations Research
Research Methodology
Research Tools
Simulators
Systems Analysis
Systems Approach
Theories

Modern Greek
USE GREEK

MODERN HISTORY Jul. 1966
CIJE: 34 RIE: 68
UF Contemporary History
BT History
RT Nuclear Warfare
Oral History

Subject Indexes on microfiche supplemented by paper subject Indexes.

Complete search of ERIC/RIE, 1967-June 1980 using RIE Descriptor Subject Index on microfiche, 1967078; the RIE Indentifier Subject Index 1967-78 on microfiche; the 1979 semiannual and 1980 monthly paper indexes - using the descriptor "Miscue Analysis."

RIE Cumulated Descriptor Subject Index on microfiche, 1967-78

MISCUE ANALYSIS

ED085659* ED086964* ED092863* ED092864* ED092880* ED092903
ED093486* ED094324* ED094325* ED096605* ED098535 ED099805*
ED101322* ED108150* ED114813* ED114839 ED117682 ED120701*
ED123556* ED123591* ED123619 ED124870* ED124873 ED126429*
ED126431* ED126437* ED127569* ED128762* ED128767* ED130226*
ED130252* ED131404* ED131408 ED132510* ED133689* ED133706*
ED133710* ED134978 ED135129* ED135150* ED136191* ED136198*
ED136219* ED136242* ED136248* ED137731* ED137750* ED137769
ED137770* ED140240 ED140247* ED140250 ED140269 ED141763
ED141766* ED141778 ED142939 ED142980 ED142982* ED145393*
ED146583 ED149319* ED153197* ED154349* ED155644 ED155677*
ED155684 ED155730 ED157022

Usage: 48 Major, 21 Minor, 69 Total

RIE Cumulative Identifier/Subject Index on microfiche, 1967-78

MISCUE ANALYSIS

ED072431 ED075794* ED079708* ED080973* ED083545*

Usage 4 Major, 1 Minor, 5 Total

MISCUE TAXONOMY

ED066722* ED067618* ED067634*

1979 Semiannual RIE paper indexes

Miscue Analysis

Adding the Reading Miscue Inventory to the Reading Case Study.
ED 158 227

An Analysis of Oral Reading Errors and Its Implications for Improvement of Reading Instruction. Technical Report No. 50.
ED 159 590

A Comparison between Oral Reading Miscues of Readers with Normal Intelligence and Educable Mentally Retarded Readers. Technical Report No. 469.
ED 162 280

A Comparison of Reading Miscues and Writing Miscues.
ED 161 009

The Effects of Miscue Analysis Instruction on Judgments of Seriousness of Oral Reading Errors.
ED 165 105

Miscue Analysis in Writing.
ED 161 078

Miscue Analysis: The Writing of Three Hispanic American Students in a Class of Twenty Fourth Graders.
ED 161 077

Oral Reading Miscues or Errors: A Bibliography of Research.
ED 159 604

Reading: Cue Use, Achievement and Comprehension in an Adolescent Population.
ED 165 106

A Study of Reading Errors Using Goodman's Miscue Analysis and Cloze Procedure.
ED 160 980

Miscue Analysis

The Constraints of Orthography on Reading Miscues.
ED 167 958

Effects of Embedded Anomalies and Oral Reading Errors on Children's Understanding of Stories. Technical Report No. 118.
ED 169 524

Oral Reading: A Tool for Student Assessment and Teacher Training.
ED 169 476

Preventing the Proliferation of Problem Readers.
ED 172 150

Reading of American Children Whose Language is a Stable Rural Dialect of English or a Language Other Than English. Final Report.
ED 173 754

1980 Monthly RIE Index

Miscue Analysis

Oral Reading in the Learning Disabled.
ED 174 959

Miscue Analysis

Behind Those Words: The Language Cue Systems.
ED 177 598

Miscue Analysis

A Primer of Black English for Informal Reading Inventory Error/Miscue Analysis.
ED 181 446

Studying Contextual Build-Up During Reading Through Cumulative Cloze.
ED 181 410

Theoretically Derived Variants of the Comprehending Score: Relationships between Oral Reading, Cloze Performance and Classroom Reading Ability.
ED 181 406

Complete search of CIJE, 1967-July 1980 using CIJE Descriptor Subject Index on microfiche, 1967-78; the CIJE Identifier/Subject Index 1967-78 on microfiche; the 1979 semiannual and 1980 monthly paper indexes-using the descriptor "Miscue Analysis."

CIJE Cumulated Descriptor Subject Index on microfiche, 1967-78

MISCUE ANALYSIS

EJ094465 EJ095950* EJ105662* EJ107224* EJ109121* EJ109122*
EJ120786* EJ124377 EJ125168* EJ130739* EJ130758* EJ134376*
EJ134377* EJ135871* EJ136018* EJ139217* EJ141130* EJ144586*
EJ144638* EJ150112* EJ150305* EJ151282* EJ154972 EJ156365*
EJ158684 EJ161694 EJ164028* EJ165771* EJ165773* EJ165775*
EJ165777* EJ165785* EJ167143* EJ167712* EJ167713* EJ167714*
EJ169507* EJ171386 EJ177567 EJ180352* EJ181209* EJ181338*
EJ181339* EJ181398*

Usage 37 Major, 7 Minor, 44 Total

CIJE Cumulated Identifier/Subject Index on microfiche, 1967-78

MISCUE ANALYSIS

EJ084342*

Usage 1 Major, 0 Minor, 1 Total

1979 Semiannual CIJE paper indexes

Miscue Analysis

Stability of Error Patterns on the Informal Reading Inventory. *Reading Improvement;* v15 n4 p279-88 Win 1978 EJ 199 350

How Helpful is Insertion and Omission Miscue Analysis? *Reading Teacher;* v32 n5 p519-20 Feb 1979 EJ 201 028

The Effect of Meaningful versus Nonmeaningful Reading Material on Oral Reading Errors in First through Third Grade Children. *Journal of Reading Behavior;* v10 n3 p297-99 Fall 1978 EJ 201 178

A Psycholinguistic Look at the Informal Reading Inventory Part I: Looking at the Quality of Readers' Miscues: A Rationale and an Easy Method. *Reading Horizons;* v19 n1 p12-22 Fall 1978 EJ 201 226

A Psycholinguistic Look at the Informal Reading Inventory Part II: Inappropriate Inferences from an Informal Reading Inventory. *Reading Horizons;* v19 n2 p103-11 Win 1979 EJ 202 927

Changes in Oral Reading Strategies as a Function of Quantities of Miscues. *Journal of Reading Behavior;* v10 n4 p442-45 Win 1978 EJ 202 988

Instructional Needs in Secondary Reading: An Illustrative Case Study. *Reading World;* v18 n2 p156-65 Dec 1978 EJ 203 024

On Providing Feedback to Reading Miscues. *Reading World;* v18 n4 p342-50 May 1979 EJ 203 043

The Miscue Mini-Form: Refining the Informal Reading Inventory. *Reading World;* v18 n4 p400-05 May 1979 EJ 203 052

Adding the Reading Miscue Inventory to the Reading Case Study. *Reading Improvement;* v16 n1 p75-81 Spr 1979 EJ 206 222

Miscue Analysis

Language Cues and Effective Reading. *Educational Perspectives;* v17 n1 p18-23 Mar 1978 EJ 186 279

Decoding Strategies of Hawaiian Islands Dialect Speakers in Grades Four, Five, and Six. *Reading World;* v17 n4 p295-305 May 1978 EJ 186 623

Adult Reading Strategies: Do They Differ from the Strategies of Children? *Reading World;* v18 n1 p37-47 Oct 1978 EJ 188 585

The Effect of Training in Miscue Analysis on Teachers' Perceptions of Oral Reading Behaviors. *Reading World;* v18 n1 p85-90 Oct 1978 EJ 188 590

Is Miscue Analysis Practical for Teachers? *Reading Teacher;* v32 n3 p260-66 Dec 1978 EJ 193 944

When Is a Decoding Error Not a Decoding Error? *Reading Teacher;* v32 n3 p341-44 Dec 1978 EJ 193 961

Reader Selected Miscues: Getting More from Sustained Silent Reading. *English Education;* v10 n2 p75-85 Dec 1978 EJ 195 974

1980 Monthle CIJE index

Miscue Analysis

Adapted Miscue Analysis. *Reading World;* v19 n1 p16-41 Oct 1979 EJ 209 317

Miscue Analysis

Cue System Utilizations among Older Readers. *Educational Gerontology;* v4 n3 p271-77 Jul 1979 EJ 210 499

Cloze Encounters of a Different Kind. *Reading Horizons;* v19 n3 p228-31 Spr 1979 EJ 210 774

Miscue Analysis

Teachers' Perceptions of Children's Reading Miscues. *Reading Horizons;* v19 n4 p302-07 Sum 1979 EJ 212 193

The Remedial Evaluation of Oral Reading Errors. A Methodological Synopsis. *Reading;* v13 n2 p16-24 Jul 1979 EJ 212 284

Miscue Analysis

Miscue Analysis: A Critical Review. *Journal of Reading Behavior;* v11 n2 p163-75 Sum 1979 EJ 214 092

Miscue Analysis

A Critique of an Oral Reading Miscue Analysis. *Reading World;* v19 n3 p254-64 Mar 1980 EJ 217 600

Reading Strategies of First Grade Children Taught by a Language Experience Approach and a Basal Approach. *Reading World;* v19 n3 p280-89 Mar 1980 EJ 217 603

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(2) To illustrate the search techniques of locating an ideal document and checking the indexing on the abstract for descriptors.

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(3) Because "Identifiers" considered major are included in the subject index although they are not in the thesaurus, the 1979 and 1980 paper indexes for both CIJE and RIE were consulted. These produced one citation, EJ186628.

I. RIE Abstracts, numbers 1 - 12.

A. Those abstracts found through RIE Title Indexes are numbered 2, 5, 10, and 11 below.

B. Those found through the identifier indexes on microfiche are numbered 1, 2, 3, 4, and 6 through 12 below.

C. The one abstract that would not have been found by identifiers alone is number 5.

D. Numbers 2, 10, and 11 were found both ways.

1.

ED 026 122 PS 001 424

Lewis, Michael And Others

Error, Response Time and IQ: Sex Differences in Cognitive Style of Preschool Children.

Fels Research Inst., Yellow Springs, Ohio.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date 68

Note—6p.

Journal Cit—Perceptual and Motor Skills; v26 p563-68 1968

Document Not Available from EDRS.

Descriptors—Cognitive Ability, *Cognitive Processes, *Intelligence Quotient, Pictorial Stimuli, *Preschool Children, Preschool Learning, Response Mode, *Sex Differences, *Task Performance, Timed Tests, Time Factors (Learning)

Identifiers—*Cognitive Styles, Impulsivity, Reflectivity

In a study on cognitive style, reflectivity-impulsivity in response to task uncertainty was investigaged. At 44 months of age, 23 boys and 25 girls were tested on a matching-figures test. Correlations were made between number of errors, response time, intelligence, and sex. Results indicated that there were significant sex differences in preschool children's cognitive style. Boys' errors were significantly correlated with response time but not with IQ. Girls' errors and response time were significantly correlated with intelligence, but their errors and response time were not significantly correlated with each other. Similar sex differences have been found in studies using older children. Findings indicate that data by sex should not be pooled and that a more careful exploration of sex differences in cognitive style should be made. (MS)

2.

ED 047 820 PS 004 487

Sheppard, Jean B.

Impulsivity & Reflectivity as Reflected by the Variables of Time and Error.

Pub Date [66]

Note—8p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Cognitive Measurement, Demography, *Individual Characteristics, Performance, *Personality Theories, Primary Grades, *Reaction Time, *Social Factors, Statistical Analysis, Testing

Identifiers—Impulsivity, Reflectivity

This experiment was designed to determine the relationship between reaction time, error rate and performance on a variety of cognitive and social measures, as well as in relation to demographic variables (race, months at Yonge School, grade, and sex). Sixty students (first through third grade) were tested on the first fifteen items of the visual-motor association portion of the Illinois Test of Psycholinguistic Abilities, 1961 version. An item analysis of the subtest was performed and a frequency distribution of the errors was plotted. The data indicate that the measure did not discriminate between impulsivity and reflectivity. Correlational analysis failed to support previous research by Kagan on reflective behavior. A post hoc analysis showed a reversal of what would normally be expected; subjects who took the least time made the least errors and subjects who took the most time made the most errors. (WY)

3.

ED 052 818 24 PS 004 660

Mumbauer, Corinne C.

Reexamining Variables Affecting Cognitive Functioning in Preschool Children: A Follow-Up.

George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Division of Educational Laboratories.

Bureau No—BR-7-0706

Pub Date Dec 70

Contract—OEC-3-7-070706-3118

Note—11p.

Journal Cit—DARCEE Papers and Reports (George Peabody College for Teachers); v4 n10 1970

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Behavior, Cognitive Processes, Comparative Testing, *Culturally Advantaged, *Culturally Disadvantaged, *Early Experience, *Post Testing, Preschool Children

Identifiers—Impulsivity, Reflectivity

A total of 28 advantaged and 28 disadvantaged 5-year-old children who had been tested in a previous study designed to measure some of the skills and characteristics thought to be related to academic success (ED 032 929) were retested after a 6-month interval during which they had had a preschool experience. Two measures of object exploratory behavior, one of ability to inhibit motor behavior under verbal and modeled request and one of impulsivity-reflectivity were used. Stimulus rather than subject characteristics seemed to account for object exploratory behavior. Reflectivity was found to increase with age. (Author/AJ)

4.

ED 086 339 PS 007 011

Gaines, Pamela Dianne

The Modification of Attentional Strategies in Children.

Michigan Univ., Ann Arbor. Dept. of Psychology.

Pub Date 71

Note—35p.; Developmental Program, Report n 1

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Behavioral Science Research, Cognitive Development, *Cognitive Processes, *Conceptual Tempo, *Grade 1, Perceptual Development, Problem Solving, *Reaction Time, Sex Differences, *Visual Discrimination

Identifiers—Cognitive Style, Conceptual Styles Test, Haptic Visual Matching Test, Matching Familiar Figures Test, Reflectivity-Impulsivity Dimension

Two techniques were used to modify an impulsive conceptual tempo on a visual discrimination task. The subjects were 42 first grade white children who had previously been classified as impulsive or near-impulsive on the Matching Familiar Figures Test given to 82 children. These subjects, who had scored above the median on errors and below the median on latency, consisted of 21 boys and 21 girls who were randomly assigned to three conditions: forced delay of response, trained visual scanning, and a control condition. Two training tasks were used during two half hour training sessions for the experimental groups: the Haptic Visual Matching test and the Conceptual Styles Test. The results did not reach statistical significance, but indicated a trend of increased response latency and decreased match-to-sample errors for both experimental manipulations. Both experimental groups, compared to the control group, modified impulsivity to some extent, especially for boys. Comparing the visual scanning training group with the forced-delay group, the former tended to increase latency more for the boys; there was no significant difference between the two techniques in decreasing errors. (Author/SET)

ED 087 629 SE 017 262

Rebhun, Albert Mitchell

The Reflective-Impulsive Dimension and Mathematical Performance in the Elementary School.

5. Pub Date 73

Note—135p.; Ed.D. Dissertation, University of California, Los Angeles

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-28,970 Microfilm-$4.00, Xerography-$10.00)

Document Not Available from EDRS.

Descriptors—*Achievement, Doctoral Theses, *Elementary School Mathematics, Individual Differences, *Learning Characteristics, Learning Theories, Mathematics Education, *Research

Identifiers—*Cognitive Styles, Research Reports

This study investigated the relationship between Kagan's reflective-impulsive dimensions and three levels of mathematical achievement test performance: computation, concepts, and problem solving. Two hypotheses were formulated: (1) there should be a positive correlation between the index of reflectivity and each of the Metropolitan mathematics tests; (2) the highest of these correlations between the index of reflectivity and mathematics tests scores should manifest itself with the problem-solving test, second highest with the concept test and the lowest with the computational test. Tests administered were Kagan's Matching Familiar Figures Test (MFF) and the Mathematics Computation, Concepts and Problem-Solving Tests of the 1970 Metropolitan Achievement Tests. In comparing children identified as either reflective or impulsive according to scores obtained from MFF, reflective children did obtain higher scores (generally) on the mathematics tests than did impulsive children. There were no significant differences among the obtained correlations between the MFF and the mathematics tests; therefore, the second hypothesis was rejected. (Author/JP)

ED 096 782 EC 062 941

Singer, Steven Smith, I. Leon

Assessment of Reflectivity-Impulsivity in Primary Level Educable Mentally Retarded Children.

Yeshiva Univ., New York, N.Y. Curriculum Research and Development Center in Mental Retardation. 7.

Pub Date 73

Note—23p.

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Educable Mentally Handicapped, *Exceptional Child Research, Mentally Handicapped, *Primary Grades, Social Development, *Thought Processes

Identifiers—*Reflectivity Impulsivity, Test of Reflectivity Impulsivity in Social Context

Evaluated with 22 educable mentally handicapped primary grade children were the cognitive and social dimensions of reflectivity-impulsivity (R-I) on match-to-sample tasks. Ss were individually administered the following tests; Matching Familiar Figures, Kansas Reflectivity-Impulsivity Scale for Preschoolers, and Test of Reflectivity-Impulsivity in Social Contexts. Results indicated that although EMR Ss demonstrated R-I distribution similar to that of non-EMR Ss, the first two moments of the distribution were different. Additionally, the Test of Reflectivity-Impulsivity in Social Contexts was shown to be a useful paper and pencil measure of social learning concepts, as well as a criterion measure of R-I in contexts other than perceptual tasks. (DB)

ED 094 888 PS 007 445

Curcio, Frank Weiss, Beverly

The Effects of Conservation Training Upon Children with Different Cognitive Styles. Final Report.

6. Boston Univ., Mass.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-2-A-042

Pub Date Jan 74

Grant—OEG-1-72-0013(509)

Note—33p.

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—Cognitive Objectives, *Cognitive Processes, *Conceptual Tempo, *Conservation (Concept), Correlation, Discrimination Learning, *Kindergarten Children, Post Testing, Pretesting, Research, *Retention, Shift Studies, Tables (Data), Training

Identifiers—Impulsivity Reflectivity Dimension, Leveling Sharpening Dimension

A total of 186 kindergarteners were pretested on number conservation and two cognitive style measures representing Kagan's impulsivity-reflectivity dimension and Santostefano's leveling-sharpening dimension. From this sample 72 nonconservers were assigned to one of three conservation training conditions: reversibility training, discrimination training, or no training. Impulsive-reflective and leveling-sharpening children were represented in approximately equal numbers in each of the training conditions. Two posttests of number conservation and transfer conservation were administered, one immediately and another two weeks later. Results indicate that: (1) prior to training, natural conservers made fewer errors on the impulsivity-reflectivity measure than nonconservers; (2) impulsive children were more susceptible to reversibility training, and reflective children profited more from discrimination training; and (3) in the transfer tasks, reflective children improved their conservation status from immediate to delayed posttests while impulsive children did not. In contrast to the impulsivity-reflectivity dimension, the leveling-sharpening dimension did not seem related to conservation in any consistent manner. (Author/SH)

ED 101 833 95 PS 007 61

Mueller, Edward Cooper, Barbara

The Effect of Pre-School Teacher's Sex on Children's Cognitive Growth and Sexual Identity. Final Report.

Eastern Middlesex Opportunities Council, Inc., Somnerville, Mass.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program. 8.

Bureau No—BR-1-A-039

Pub Date Aug 72

Grant—OEG-1-71-0019(509)

Note—60p.

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

Descriptors—Classification, *Cognitive Development, Conservation (Concept), Identification (Psychological), Intelligence Tests, *Play, *Preschool Children, Response Mode, Sex Differences, *Sex Role, Sex Stereotypes, Tables (Data), *Teacher Influence

Identifiers—Reflectivity Impulsivity

This paper presents three research studies. The first study investigated the use of boys' and girls' play areas, each stocked with sex-type toys, by day care children with male, female, or mixed teacher teams. Examined were the sex of play areas users and the effect of sex of teacher team on the structure of play in each play area. The second study considered the effects of men and women teacher teams on day care children's performance on tests of cognitive skill, cognitive style, and conservation of gender identity. Measurement involved the use of subtests from conventional intelligence tests, the Boy-Girl Identity Task, and tests of impulsivity-reflectivity. The third study sought to evaluate sex-typed classification of school objects by children in classes with teachers differing in sex. The study attempted to ascertain whether sex-typed attitudes were present at entry into the classroom and whether a year's exposure to men or women teachers affected their classification. Subjects for all three studies were 59 4-year-old preschool children attending a day care center in a working class community and nine teachers (five females and four males). The findings of each research project are discussed and illustrated with data tables. (SDH)

ED 111 514 PS 008 039

Tulkin, Steven R. Covitz, Frances E.

Mother-Infant Interaction and Intellectual Functioning at Age Six.

9. State Univ. of New York, Buffalo.

Spons Agency—Grant Foundation, New York, N.Y.; National Inst. of Mental Health (D-HEW), Bethesda, Md.

Report No—NIMH-MH-08792

Pub Date Apr 75

Note—12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—Attachment Behavior, *Infants, *Intelligence Level, Intelligence Quotient, Kindergarten Children, Language Development, *Longitudinal Studies, Mothers, *Parent Child Relationship, *Social Differences

Identifiers—Reflectivity Impulsivity

This study looked at the relationship between mother-infant interaction and children's performance on cognitive measures at age 6. The data on mother-infant interaction were collected for 30 middle class and 30 working class, first born Caucasian girls, 10 months of age. The data collection consisted of observations made in the home and measures taken in a laboratory setting. In the followup study 5 years later, 23 of the original middle class children and 21 of the working class children were tested with the Illinois Test of Psycholinguistic Ability, the Peabody Picture Vocabulary Test, and the Matching Familiar Figures Test. The results indicated that, for the middle class group, many of the variables measured at home were significantly correlated with later scores on cognitive tests. Although fewer correlations were significant for the working class group, most were in the same direction as for the middle class group. Analysis of the laboratory data and the scores on the cognitive tests revealed a highly consistent set of correlations between early attachment measures and later test scores, especially for the middle class group. It was concluded that mothers' interactions with infants at the age of 10 months were clearly related to the children's cognitive test performance at age 6. (JMB)

ED 113 680 CS 002 178

Siegel, Alexander W.

Reflection-Impulsivity (R-I): Value and Limitations for Understanding Cognitive Processes in Children.

10. Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 75

Note—54p.; Not available in hard copy due to marginal legibility of original document due to type size

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavior Patterns, Child Development, *Cognitive Processes, Educational Research, Elementary Education, *Literature Reviews, *Memory, *Pictorial Stimuli, *Task Performance, Visual Stimuli

Identifiers—*Reflection Impulsivity

The literature on performance differences in various tasks as a function of reflection-impulsivity (R-I) is reviewed in this publication. A series of four experiments is then described which involve the cognitive-perceptual basis of R-I of children on a picture recognition memory task. Results from these studies indicated the following important, but tentative, conclusions about the process of picture recognition memory and the underlying perceptual basis of the R-I dimension in children: reflective and impulsive children differ in their propensity to engage in a detailed visual feature analysis of stimulus arrays; the process of visual feature analysis is perhaps the most important component in the underlying basis of R-I; strong inferential evidence was provided that picture recognition memory is primarily a process of visual feature analysis in which the role of verbal labels is minimal and indirect; recognition memory performance is susceptible to differential instructions which emphasize care versus quickness; recognition memory for pictures appears to increase over the elementary school years; and the Selfridge-Neisser model and the recognition paradigm are useful for future research. It was suggested that future research should be performed in this area. (Author/RB)

ED 132 510 CS 003 065

Waltz, Pennie Alice

Reflection-Impulsivity and Oral Reading Miscues among Fourth-Grade Boys.

11. Pub Date Jun 77

Note—136p.; M.Ed. Thesis, Rutgers, The State University of New Jersey

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Cognitive Style, Elementary Education, Grade 4, Informal Reading Inventory, Masters Theses, *Miscue Analysis, *Oral Reading, *Reading Research

Identifiers—*Impulsivity

Five reflective and five impulsive fourth-grade boys were identified in a group of 56 fourth graders given the Matching Familiar Figures Test. The Reading Miscue Inventory was used to analyze the oral reading miscues of these pupils while reading a story of fifth-grade difficulty. Analysis of results indicated a trend toward significant differences between the two groups in the areas of semantic acceptability and grammatical relationships. No differences were found in the number of miscues, in comprehension pattern, or in comprehending. Other indications of differences between reflective and impulsive readers are discussed, and suggestions for further research are made. (Author/AA)

ED 133 072 PS 009 020

Stein, Aletha Huston And Others

The Relation of Cognitive Style to Social and Self-Regulatory Behaviors in Naturalistic Settings.

Pub Date 13 Jul 76

Note—16p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

12. Descriptors—*Classroom Environment, *Conceptual Tempo, *Educationally Disadvantaged, Preschool Children, *Preschool Education, Research, *Self Control, *Social Behavior

Identifiers—Project Head Start, *Reflectivity Impulsivity

This study examines the relation of reflectivity-impulsivity to naturally occurring social and self-regulatory behaviors of urban, disadvantaged preschool children. Correlations between the Kansas Reflectivity-Impulsivity Scale for Preschoolers (KRISP) and classroom behavior were computed for two groups of Head Start classes (121 children, ages 2 to 5) that differed on the amount of adult-imposed classroom structure. Classroom observations were collected using a time sampling procedure during a baseline period of approximately three months, and during a two-month period in which experimental treatments were introduced. The KRISP was administered during the last month of baseline observation and at the end of the experimental period. Results seem to indicate that correlations between impulsivity and classroom behavior were limited to the low structure classrooms. In the low structure classes, impulsive children were less aggressive, less assertive, and less likely to show understanding of others or to engage in prosocial behavior such as cooperation, helping, and sharing than their reflective peers. Impulsive children were higher than reflectives on two indices of self-regulation: responsibility during pick up time and waiting patiently during delays. (Author/SB)

II. CIJE Abstracts.

A. CIJE has no title index.

B. Numbers 13 through 20 were found through the CIJE Identifier Subject Index 1966-78 on microfiche.

C. Number 21 was found by searching the Paper Index 1979-August 1980.

D. Identifiers that are considered "Major" are included in Subject indexes although not in the Thesaurus.

E. Searching both RIE and CIJE Paper Indexes 1979-August 1980 produced only one citation.

Abstracts

13. EJ 041 450 420 PS 501 175
Conceptual Tempo in Young Grade-School Children Eska, Brunhilde; Black, Kathryn Norcross, *Child Development*, v42 n2, pp505-516, Jun 71
*Intelligence Quotient, *Reaction Time, *Error Patterns, Grade 3, [Impulsivity, Reflectivity]
Designed to reassess the relationship between response speed, errors, and IQ for both sexes, and to evaluate the findings in relation to the overall pattern of data accumulated from previous investigations. (Author/AJ)

14. EJ 046 234 310 PS 501 357
Reflection-Impulsivity and Color-Form Sorting Katz, Judith Milstein, *Child Development*, v42 n3, pp745-754, Sep 71
*Cognitive Processes, *Visual Stimuli, *Color, *Preschool Children, Task Performance, Reaction Time, [Impulsivity, Reflectivity]
A study to determine whether the differential development of conceptual tempo can predict preferences. Conceptual tempo predicted preferences in color-form sorting among 67 children ranging in age from 44 to 65 months. (WY)

15. EJ 121 270 PS 504 178
Development of Selective Attention in Reflective and Impulsive Children Weiner, Alan S.; Berzonsky, Michael D., *Child Development*, v46 n2, pp545-549, Jun 75
*Elementary Education, *Attention, *Cognitive Processes, Elementary School Students, Feedback, [*Reflectivity Impulsivity]
Selective attention was assessed in second, fourth, and sixth grade reflective and impulsive children with an incidental learning task. By the sixth grade, reflective children displayed less incidental learning and greater central learning but impulsive children did not appear to attend selectively. (Author/CS)

16. EJ 123 092 PS 504 233
Impulsivity-Reflectivity and Cognitive Development in Preschoolers: A Longitudinal Analysis of Developmental and Trait Variance Achenbach, Thomas M.; Weisz, John R., *Developmental Psychology*, v11 n3, pp413-414, May 75
*Cognitive Development, *Preschool Education, *Discrimination Learning, *Hypothesis Testing, *Longitudinal Studies, Intelligence Quotient, Preschool Children, [Impulsivity Reflectivity]

17. EJ 150 124 CS 710 244
The Impulsivity-Reflectivity Dimension of Cognitive Style Readence, John E.; Searfoss, Lyndon W., *Reading World*, v16 n2, pp88-96, Dec 76
*Cognitive Style, *Reading Achievement, *Reading Readiness, *Beginning Reading, *Oral Reading, Literature Reviews, Reading Research, Reading Instruction, Primary Education, [*Impulsivity Reflectivity Dimension]
Reviews research on the impulsivity-reflectivity dimension of cognitive style and its influence on beginning reading instruction, reading achievement, reading readiness, and oral reading. (Author/RB)

18. EJ 168 898 TM 502 882
Detection of Linguistic Ambiguity by Reflective, Impulsive, Fast/Accurate, and Slow/Inaccurate Children Brodzinsky, David M.; And Others, *Journal of Educational Psychology*, v69 n3, pp237-43, Jun 77
*Conceptual Tempo, *Linguistic Performance, *Ambiguity, Elementary Education, Elementary School Students, Cognitive Style, [*Reflectivity Impulsivity, *Matching Familiar Figures Test]
Fourth and seventh grade reflective, impulsive, fast/accurate, and slow/inaccurate subjects were asked to paraphrase the meaning of ambiguous sentences and then to indicate their meaning through the selection of pictures. Results indicated that reflective children were more successful in some settings than impulsive or slow/inaccurate children. (Author/JKS)

19. EJ 168 904 TM 502 888
Role of Cognitive Style in a Cognitive Task: A Case Favoring the Impulsive Approach to Problem Solving Rollins, Howard A., Jr.; Genser, Lynne, *Journal of Educational Psychology*, v69 n3, pp281-7, Jun 77
*Cognitive Style, *Conceptual Tempo, *Problem Solving, *Task Performance, Elementary School Students, Elementary Education, [*Reflectivity Impulsivity]
Third and fourth grade boys classified as impulsive, reflective, fast/accurate and slow/inaccurate responded to matching tasks varying in the number of dimensions involved. Reflective children performed better on the task with fewer dimensions, while impulsive children were better on the task with many dimensions. (JKS)

20. EJ 179 043 CG 514 252
Impulsivity--Reflectivity and Learning: An Individual Difference That Matters Readence, John E.; Bean, Thomas W., *College Student Journal*, v11 n4, pp367-73, W 77
*Cognitive Style, *Cognitive Development, *Learning Processes, *Individual Differences, State Of The Art Reviews, Elementary Secondary Education, Problem Solving, Creativity, [*Impulsivity, *Reflectivity]
Cognitive style, the impulsivity-reflectivity dimension, is reviewed as an individual difference that does significantly affect a learning/teaching situation. Relevance of impulsivity-reflectivity for learners in a problem-solving situation is established. Conclusions emphasize the importance of this individual difference. (Author)
Reprint Available (See p. vii): UMI

21. EJ 186 628 CS 710 918
The Reflection-Impulsivity Dimension and Reading Ability. Lesiak, Judi *Reading World*; v17 n4 p333-9 May 1978 (Reprint: UMI)
Descriptors: *Reading Ability; *Reading Research; *Word Recognition; *Reading Comprehension; *Critical Reading; Elementary Education; Comparative Analysis
Identifiers: *Reflection; *Impulsivety
Discusses a study which compared the reading scores of first and fifth-grade subjects classified as reflective or impulsive. Reflective first-grade girls scored higher on all tests than impulsive girls, reflective first-grade boys scored higher than impulsive boys on the critical reading measure, and no differences were found for fifth-grade subjects. (JM)

ERIC

INFORMATION ANALYSIS PRODUCTS 1975-1977

December 1978

SEARCH OF ERIC INFORMATION ANALYSIS PRODUCTS

Beginning with earliest volume (1973-75) search each volume to date in the following manner. (Examples taken from the 1975-77 edition using the descriptor "miscue analysis".

1. Locate the subject index, look up relevant term(s)--in this case, "miscue analysis".

sample entry

Miscue Analysis
Findings of Research in Miscue Analysis: Classroom Implications.
ED 128 762 (CS)
Help for the Reading Teacher: New Directions in Research.
ED 101 332 (CS)
Miscue Analysis: Applications to Reading Instruction.
ED 080 973 (CS)

Step 2:

Look up the ED number given in the subject index citation (lower right of each citation) in the Document Resume section.

sample entries

ED 128 762 CS 002 925
Allen, P. David, Ed. Watson, Dorothy J., Ed.
Findings of Research in Miscue Analysis: Classroom Implications.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.
Pub Date Oct 76
Contract—NEC-400-75-0029
Note—256p.
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 17333, $6.95 non-member, $6.75 member)
EDRS Price MF-$0.83 HC-$14.05 Plus Postage.
Descriptors—Bibliographies, Decoding (Reading), Elementary Education, Language Usage, *Miscue Analysis, *Oral Reading, Phoneme Grapheme Correspondence, Reading Comprehension, *Reading Diagnosis, *Reading Instruction, Reading Research, *Research, Semantics, Syntax, *Taxonomy
Intensive studies of children's miscues in oral reading were conducted from 1965 through 1974 by researchers at Wayne State University. This volume contains the concepts and assumptions underlying that research, the basic research design, the complex nature and function of the Goodman Taxonomy of Oral Reading Miscues, the findings of the research, and its implications for reading instruction. Appendixes include the latest Goodman Taxonomy of Reading Miscues, a brief description of the oral reading miscue studies discussed throughout the volume, and a bibliography of related writings. (JM)

ED 101 322 CS 001 620
Page, William D., Ed.
Help for the Reading Teacher: New Directions in Research.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Conference on Research in English.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Mar 75
Contract—NEC-0-72-4636
Note—112p.
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 13915; $3.95 nonmember, $3.75 member)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Cloze Procedure, Content Reading, Elementary Secondary Education, *Informal Reading Inventory, *Miscue Analysis, Readability, Reading, *Reading Diagnosis, *Reading Research, *Reading Tests
This book is designed to be a bridge between teachers and research in such topics as the cloze procedure, readability formulas, miscue analysis, reading strategies, informal reading inventories, and concepts and reading in the content areas. "Children's Behavior While Reading" by H. Robinson serves as a bridge between Huey's early beginning and contemporary theory and research. "Oral Reading Analysis: A View of the Reading Process" by C. Burke and "Reading Strategy Lessons; Expanding Reading Effectiveness" by Y. Goodman both discuss the reading process as seen through miscue analysis. "The Relationship of Beginning Reading Instruction and Miscue Patterns" by J. DeLawter looks at patterns of miscues in children who have received different kinds of reading instruction. "A Different Look at Reading in the Content Areas" by K. Carlson looks at the differences in miscues produced in reading different content materials. "Literacy in the Classroom" by J. Bormuth discusses readability of texts and the pupils' ability to comprehend textual materials. "Auditory Discrimination: Differences versus Deficits" by P. Williams reports on research that isolates linguistic elements. And "Use of Informal Reading Inventories" by W. Page and R. Barr discusses the informal reading inventory. (WR)

ED 080 973 CS 000 711
Goodman, Kenneth S., Ed.
Miscue Analysis: Applications to Reading Instruction.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date Oct 73
Note—124p.
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 03677, $2.50 non-member, $2.25 member)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Developmental Reading, Oral Reading, Reading, *Reading Comprehension, Reading Development, *Reading Diagnosis, Reading Improvement, Reading Instruction, Reading Materials, *Reading Processes, *Reading Research, Reading Skills
Identifiers—*Miscue Analysis
This book is a series of essays on the subject of miscue analysis, a diagnostic procedure rooted in the psycholinguistic view of reading. The focus of miscue analysis is on the broad field of reading comprehension rather than the isolated decoding of individual words and letters. The contents of this book include: "Introduction" by Sister Rosemary Winkeljohann; "Miscues: Windows on the Reading Process" by Kenneth S. Goodman; "Miscue Analysis and the Training of Junior and Senior High School English Teachers" by Jay B. Ludwig and James C. Stalker; "The Module and Miscue" by Jayne A. DeLawter; "Miscue Analysis for In-Service Reading Teachers" by Yetta M. Goodman; "Clinical Uses of Miscue Research" by William D. Page; "Building Instructional Materials" by Laura A. Smith and Margaret Lindberg; "Miscues of Non-Native Speakers of English" by Catherine Buck; "Using Miscue Analysis to Advise Content Area Teachers" by Ernie Nieratka; "Miscue Analysis in a Special Education Resource Room" by Suzanne Nieratka; and "Helping the Reader: From Miscue Analysis to Strategy Lessons" by Dorothy Watson. A bibliography is also included. (See ED 058 008, ED 039 101 and CS 000 667 for related documents.) (WR)

Step 3:

The name of the author of any article will be listed as part of the information found in the Document Resume section. Look up the author's name on the author/title microfiche. Any other articles written by that author will be listed. This may provide you with further information on your topic.

Sample entries:

LV.1	ALLEN, P. DAVID, ED.	FINDINGS OF RESEARCH IN MISCUE ANALYSIS: CLASSROOM IMPLICATIONS.	ED 120 782	250	3

LV.3	WATSON, DOROTHY J. HARPER	PSYCHOLINGUISTIC DESCRIPTION OF THE ORAL READING MISCUES GENERATED BY SELECTED READERS PRIOR TO AND FOLLOWING EXPOSURE TO A SATURATED BOOK PROGRAM	ED 092 863		
LV.1	WATSON, DOROTHY J., ED.	FINDINGS OF RESEARCH IN MISCUE ANALYSIS: CLASSROOM IMPLICATIONS.	ED 120 782	250	3
LV.1	WATSON, DOROTHY J., ED.	THREE DEVELOPMENTAL MODELS DESIGNED FOR THE EDUCATION OF LOW-INCOME CHILDREN	ED 100 868	50	1

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